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ABSTRACT

This document analyzes the extent to which the four community colleges in the Peralta district (California) have been successful in terms of student outcomes. Student success is defined as the percentage of successful course completions as compared to unsuccessful course completions. This document looks at the period from the fall of 1993 through the fall of 1998. At all of the community colleges in this report, those students who had already completed an associate's degree or higher, were the most successful. Similarly, students who had graduated or attended a foreign high school were also among the most successful students. Moderately successful students were those who recently graduated from high school, returning students, and returning transfer students. Those who did not have a high school diploma and those who had completed the GED or high school equivalency/proficiency were among the least successful students. Students under 16 years of age do comparatively better than their slightly older counter parts, but in general older students tend to be more successful than younger students at all four of the community colleges. The report goes on to compare student success by using other demographic variables such as ethnicity, gender, and graduation status. (TGO)

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Student Success Reports:

College of Alameda
Laney College
Merritt College
Vista College

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Student Success

College of Alameda

Student success, that is, the percentage of successful course completions compared to unsuccessful course completions was tracked for all students enrolled at College of Alameda from the fall of 1993 through the fall of 1998.

As can be expected, students who have already earned an associate's or higher degree are most successful, experiencing success in over 70 percent of the courses in which they are enrolled. The percentage of successful courses completed for students with a higher degree was as high as 87.4% in the fall of 1994, for example. Students who have a diploma from or attended a foreign high school are also extremely successful, ranging from 85.6% successful completion in the fall of 1993 to 79.7% in the fall of 1998. On the other end of the spectrum, students who are not high school graduates are not very successful. In fact, their percentage of success had been declining annually from Fall 1993 (58%) and has only slightly picked up again in Fall 1998 (47.5%) from a low of 39.2% in Fall 1997). The success of high school graduates has also been declining steadily since the fall of 1993 (71.5%) and was at 62.8% in the fall of 1998. A similar decline is seen in students with a GED, from 66% in Fall 1993 to 59.8% in the Fall 1998.

A steady decline in success has been experienced by new students, from 69.4% in the fall of 1993 to 58.3% in the fall of 1998; by new/returning students, 68.4% (Fall 1993) to 61.5% (Fall 1998); continuing students, from 76.7% (Fall 1993) to 70.6% (Fall 1998); returning students, from 63.4% (Fall 1994) to 56.8% (Fall 1998); returning transfers,

from 72.9% (Fall 1994) to 61.3% (Fall 1998). Only high school students have improved, from 46.6% (Fall 1995) to 63.5% (Fall 1998).

In terms of age, younger students are less successful (56.2% for 16-18 year olds, Fall 1998) than students over age 65 years (76.2% in Fall 1998).

The success rate of all ethnic groups have declined in the past five years. Asian and white students continue to have the highest success (73.9% for whites in Fall 1998, 70.4% for Asians). The success rate of African American and Native American students is low and an area of concern (52.6% and 52.3% respectively).

There is no significant difference in the success rate of males (65.2%, Fall 1997; 63.6%, Fall 1998) as compared to females (65.1% in Fall 1997, 65.5% in Fall 1998).

There is also very little difference in the success rate of exempt (65.2% in Fall 1998) compared to matriculating students (64.5% in Fall 1998).

Students enrolled for high school credit are the least successful (51.4% in Fall 1998), with students seeking a vocational certificate (74.9%), seeking new job skills (72.2%), and maintaining a license (72.5%) most successful.

Again, of concern is the general decline in the success rate over the past five years.

Office of Institutional Development, March, 1999

Student Success

Laney College

Student success, that is, the percentage of successful course completions compared to unsuccessful course completions was tracked for all students enrolled at Laney College from the fall of 1993 through the fall of 1998. During these five years, the success rate of students declined slightly from 68.2% successful completions to 63.7%.

As can be expected, students who have already earned an associate's or higher degree are most successful, experiencing success in about 70 percent of the courses in which they are enrolled. The percentage of successful courses completed for students with a higher degree was as high as 77.5% in the fall of 1993, for example. Students who have a diploma from or attended a foreign high school are also extremely successful, ranging from 82.2% successful completion in the fall of 1996 to 78.1% in the fall of 1998. Students who are not high school graduates experience a success rate slightly above 50% (55.3% in Fall 1998), declining from 61.7% in Fall 1993. The success of high school graduates declined from 67.5% in the fall of 1993 to 60.8% in the fall of 1998. A similar decline is seen in students with a GED, from 61.5% in Fall 1993 to 53.9% in the Fall 1998.

A steady decline in success has been experienced by new students, from 67.3% in the fall of 1993 to 59.3% in the fall of 1998; by new/returning students, 67.8%

(Fall 1994) to 62.8% (Fall 1998); continuing students, from 71.2% (Fall 1993) to 68.7% (Fall 1998); returning students, from 62.3% (Fall 1994) to 51.6% (Fall 1998); returning transfers, from 64.8% (Fall 1994) to 57.6% (Fall 1998). Only high school students have improved, from 42.9% (Fall 1995) to 61.7% (Fall 1998).

In terms of age, younger students are less successful (56.6% for 16-18 year olds, Fall 1998) than students between the ages of 55-64 (73.6% in Fall 1998). Students under 16 years have improved dramatically from 39.5% in Fall 1993 to 73.9% in Fall 1998.

The success rate of all ethnic groups have declined in the past five years. Asian and white students continue to have the highest success (71.2% for whites in Fall 1998, 73.2% for Asians). The success rate of African American and Native American students is low and an area of concern (52.6% and 52.3% respectively).

There is no significant difference in the success rate of males (65.2%, Fall 1997; 63.6%, Fall 1998) as compared to females (65.1% in Fall 1997, 65.5% in Fall 1998).

There is also very little difference in the success rate of exempt (65.2% in Fall 1998) compared to matriculating students (64.5% in Fall 1998).

Students enrolled for high school credit are the least successful (51.4% in Fall 1998), with students seeking a vocational certificate (74.9%), seeking new job skills (72.2%), and maintaining a license (72.5%) most successful.

Again, of concern is the general decline in the success rate over the past five years.

Office of Institutional Development, March, 1999

Student Success

Merritt College

Student success, that is, the percentage of successful course completions compared to unsuccessful course completions was tracked for all students enrolled at Merritt College from the fall of 1993 through the fall of 1998. During these five years, the success rate of students declined slightly from 67.3% successful completions to 63.8%.

As can be expected, students who have already earned an associate's or higher degree are most successful, experiencing success in about 78 percent of the courses (Fall 1998) in which they are enrolled. The percentage of successful courses completed for students with a higher degree was as high as 84.5% in the fall of 1993, for example. Students who have a diploma from or attended a foreign high school are also extremely successful, ranging from 82.0% successful completion in the fall of 1993 to 73.7% in the fall of 1998. Students who are not high school graduates or enrolled in adult school experience a poor success rate (40.9% and 36.9% respectively in Fall 1998). Adult School completion rates were 62.6% in Fall 1993. The success of high school graduates declined from 66.2% in the fall of 1996 to 62.6% in the fall of 1998.

A steady decline in success has been experienced by new students, from 62.2% in the fall of 1993 to 53.3% in the fall of 1998. The success rate of new/returning students fell slightly from 68.2% (Fall 1993) to 64.5% (Fall 1998). The success

rate of continuing students has remained fairly stable. The success rate of high school students has fluctuated considerably each term: 49.6% (Fall 1993), 34.1% (Fall 1994), 43.4% (Fall 1995), 60.8% (Fall 1996), 47.8%, Fall 1997), and 63..3% (Fall 1998).

In terms of age, students between the ages of 16-18 years are the least successful (55.2%). Students between the ages of 55-64 (75.7% in Fall 1998) and students over 65 years (81.2% in Fall 1998) are the most successful. Students under 16 years have improved dramatically from 40.1% in Fall 1994 to 88.9% in Fall 1996 and 73.3% in Fall 1998.

Asian and white students have the highest success rates (76.8% for whites in Fall 1998, 73.4% for Asians). The success rate of African American and Hispanic/Latino students is low and an area of concern (57.1% and 56.6% respectively).

Females (65.0%, Fall 1998) are slightly more successful than males (61.2%, Fall 1998).

Exempt students (69.1%, Fall 1998) are slightly more successful than matriculating students (62.4% in Fall 1998).

Students enrolled to improve basic skills are the least successful (38.8% in Fall 1998), with students seeking a vocational degree (72.4%, Fall 1998) and students wanting to transfer without an A.A. (72.1%, Fall 1998) are most successful.

Office of Institutional Development, March, 1999

Student Success

Vista College

Student success, that is, the percentage of successful course completions compared to unsuccessful course completions was tracked for all students enrolled at Vista College from the fall of 1993 through the fall of 1998.

In the Fall 1998, students who had already earned an associate's (68.2%) or higher degree (69.1%), students who have a diploma from or attended a foreign high school (72.9%), and students enrolled in high school (72.8%) were most successful. On the other end of the spectrum, students who were not high school graduates (43.0%), possess a GED (49.8%), or high school proficiency (47.0%) were not very successful, completing less than 50% of the courses in which they were enrolled.

The success rate of new students has remained fairly stable, 63.8% in the fall of 1993 to 61.2% in the fall of 1998. The success of new/returning students has improved slightly, from 59.4% (Fall 1993) to 664.6 % in Fall 1997 and 63.8% in Fall 1998. Continuing students experienced a steady decline in success, from 75.0% (Fall 1993) to 67.3% (Fall 1998). Returning students also show a decline in their success rate, from 64.4% (Fall 1993) to 52.3% (Fall 1998). The success rate of returning/transfers jumped from 50.4%% (Fall 1995) to 70.2% (Fall 1998). The success rate of high school students has also improved dramatically in the past two years, from 48.5% (Fall 1996) to 71.5% (Fall 1998).

Students between the ages of 16 and 18 years are the least successful (57.8%, Fall 1998) and students under age 16 (69.1%) and between the ages of 30-34 years (67.1% in Fall 1998) were the most successful.

The success rate of all ethnic groups has declined in the past five years. Filipinos (71.3%), Asian (68.4%0 and white students (67.2%) continue to have the highest success. The success rate of African Americans (58.7%), Hispanic/Latinos (59.5%), and Native American students (44.4%) is low.

In the past five years, the success rate of males has been lower than for females and should be an area of concern. The success rate of females in the Fall 1998 was 65.8%, compared to 59.7% for males. The discrepancy was similar in 1993 (69.8% for females, compared to 63.3% for males).

The success rate of exempt students is slightly higher (65.7%, Fall 1998) than for matriculating students (62.9%, Fall 1998).

Students enrolled to improve basic skills were the least successful (47.1% in Fall 1998), with students seeking a vocational degree, no transfer (69.7%) and transfer students (68.1), the most successful. The success rate of students enrolled to improve basic skills dipped dramatically, from 69.5% in the fall of 1994 and fall of 1997 (64.5%). Over the past five years, the overall success rate

by educational goal category has declined slightly from 1993 (67.7%) to 63.8% (Fall 1998).

Office of Institutional Development, March, 1999